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ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc., where participants learn about their roles as individuals, workers, and consumers. The booklets are designed to develop personal economic concepts through storybook characters presented by the consultant/teacher in read-aloud and hands-on activities. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "Rico and His Friends Like to Play"; (2) "Rico and His Friends Make a Choice"; (3) "Rico and His Friends Work Together"; (4) "Rico and His Friends Save for a Tent"; and (5) "Rico and His Friends Buy a Tent." The student materials guide is accompanied by: the "Rico and His Friends" booklet; "Watching Our Money Grow"; "Let's Listen"; a letter to parents; a "Junior Journal"; duplicating masters; and a "Certificate of Achievement." (EH)

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Guide for Consultants and Teachers

SO 028 815

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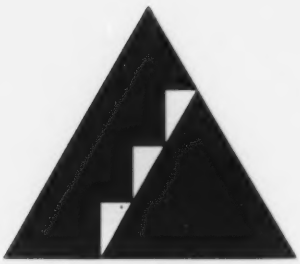
In communities across the United States, thousands of businesses, foundations, individuals, and volunteers invest in the Elementary School Program. Through their grants, personal gifts, and in-kind contributions, they help bring this important program to classrooms reaching millions of schoolchildren each year.



Junior Achievement®

Guide for Consultants and Teachers

OURSELVES®

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Colorado Springs, Colorado

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Foreword

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 57,000 volunteers present Junior Achievement programs each year.

Junior Achievement programs for kindergarten through grade 12 include the following:

- **The Elementary School Program** is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives–today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

- **The Middle Grades Program** is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: *Personal Economics*, *Enterprise in Action*, and *The International Marketplace*. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

- **Economics** is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

- **The Company Program**, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

- **The Company Masters Program** provides an opportunity for students to extend their Junior Achievement learning experience. Through a simulation, students solve business problems and develop business leadership skills.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

Program Overview

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

Themes

The Elementary School Program is built on major organizing concepts appropriate for the elementary grades. The students will learn business and economic concepts and skills at each grade level that build on those taught in preceding grades. The illustration below shows the roles of the students, the context in which these roles are played, and the skills needed for successful participation in the free enterprise system.

Three important roles we assume in order to become contributing members of society are those of INDIVIDUAL, WORKER, and CONSUMER. The individual develops personal characteristics including a sound self-concept, taking responsibility, cooperating with others, and setting personal goals. The worker learns the value and importance of work, kinds of work people do, and employers' expectations. The consumer decides how to allocate scarce resources.

The framework in which these roles are carried out is the community. The community is an ever-expanding environment in which the students move from the immediate, concrete environment to a more global, abstract environment.

The skills needed to successfully operate within the economy are represented by DECISION MAKING and WORKFORCE READINESS. The decision-making skills represent a logical analysis of economic issues. Workforce-readiness skills represent those skills which enable the worker to adapt to workplace demands and expectations.

Goals

Ourselves is designed to develop personal economic concepts through storybook characters presented by the consultant in read-aloud and hands-on activities.

The goals of *Ourselves* are to

- supplement the elementary social studies curriculum with business and economics-related skills and concepts.
- develop the students' awareness of business.
- increase the students' understanding of personal economics.
- help the students discover the roles individuals play in our economy as workers and consumers.
- make the students aware of the importance of education for their future.

Dear Consultant:
Junior Achievement appreciates the commitment you have made to the program's success. We are certain you and your students will find this program to be an informative, worthwhile, and enjoyable experience.

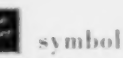
Program Materials

Each kit contains the materials you will need to successfully conduct the program. Please review all of the materials, and call your local Junior Achievement office if your kit is incomplete.

Guide for Consultants and Teachers

Each kit contains two guides. The guide for the teacher is in the Teacher Envelope. The guide's features are designed to keep your preparation time minimal.

Master List of Materials–The program requires that students use hands-on materials, so you will need to spend some time reviewing and organizing the materials prior to most classes. For your convenience, a master list of materials is provided.

Symbols–The  symbol indicates that the information is primarily for the teacher, but consultants also may use the materials and teaching ideas.

The symbol indicates options for delivery.

Activity Plans

Overview–A summary of the activity is provided for consultants and teachers.

Objectives–Learning outcomes state skills and knowledge students will gain from each activity.

Preparation–Tips for getting ready for each session are provided here.

Time–Average time for the activity is 25 minutes.

Materials–This section lists the materials needed for the activity. Supplementary materials may not be provided.

Presentation–This detailed script guides consultants through the activity and discussion, ensuring a smooth presentation of objectives. Margin notes suggest alternative strategies and give recommended time guidelines.

Summary and Review–Consultants are encouraged to reemphasize objectives before concluding each session.

Setting Personal Goals–In this section the students are encouraged to relate the activity to education goals and career opportunities.

Junior Journal Follow Up–Teacher-directed activities designed to reinforce the concepts and skills presented in the activity.

Interdisciplinary Activities–Teacher-directed activities that can extend student learning.

Certificates and Pins

Certificates of Achievement and Achievement pins for the students have been included in the kit to recognize their participation in the program. You will need to obtain an up-to-date class list from the teacher in order to complete the certificates. Please make sure you have signed each certificate and correctly spelled each student's name.

Plan with the teacher for the most effective way to distribute the certificates and/or the pins, and encourage the students to show them to their families.

Teacher Envelope

Included in your kit is an envelope that contains 1 Guide for Consultants and Teachers, 30 Letters Home, 30 Junior Journals, and 1 Comments form. Be sure to give the envelope to the teacher during your observation visit.

Preparing for Class

Schedule a class visitation and planning session with the teacher. Both visits will help you to determine the school's particular goals and objectives for the program and to learn the students' interests or needs. Discuss your program objectives with the teacher, and ask him or her about activities the students enjoy the most, their general abilities, and tips for classroom management. Give the teacher the Teacher Envelope.

Observing the Students

When you visit the classroom, remember what it was like to be in elementary school. What were your interests? What occupied your thoughts and time? How did you feel about yourself? How did you feel about adults? What were your friends like? Who were your favorite teachers? Why? How were you and your friends the same? How were you different?

It's true times have changed since you were in school, and so have the students. But not as much as you might think! If you take a few moments to answers these questions, you will be well on your way to understanding many of the students in your class.

While you are visiting the classroom, take note of the following:

- How many students are there? Knowing this will help you decide how to divide the class for small group activities.
- How does the teacher encourage orderly participation? For example, do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently?
- Does the classroom have a clock, or will you need to bring a watch?
- Where can you display the poster and the other visuals? Will you need tape or push pins to display them?
- How is the room arranged? Will you need to move desks or chairs for any part of your presentation?
- Will you be able to count on the teacher's help? Do you see any potential problems with your presentation or with the class? Try to discuss your observations with the teacher.

The most striking aspect of your class will be the wide variation in student ability, maturity level, and interests. In fact, you will quickly discover that your students have critical social, personal, and academic needs. That is one good reason for you to approach them with sincerity and respect. Learn their names, and compliment them to encourage their participation. When appropriate, award prizes such as cookies or candy (if permitted) or novelty items imprinted with your organization's logo. Finally, relate the activities to their current and future needs; personalize everything!

Meeting With the Teacher

While you have the primary responsibility for presenting the program, the teacher is crucial to the program's success. If this is your first visit with the teacher, give him or her the Teacher Envelope. Together with the teacher, scan the overview and objectives for each activity.

Ask the teacher:

- To describe the students' interests and abilities.
- To give you ongoing feedback on how to communicate effectively with the class.
- To review or introduce concepts to prepare the students for your visits.
- To stay in the classroom during your presentations to assist and discipline the students, when needed.
- To explain school policies and communicate any schedule or calendar changes to you. (Be sure to exchange phone numbers should either of you need to contact the other outside of class.)
- To help you acquire audiovisual equipment, if needed, and assist with field trip plans, when appropriate.

Reviewing the Activities

After you have observed the students and met with the teacher, you will have the background knowledge you will need for your class visits. The steps that follow may further help you plan your visits.

1. Read each activity plan and related student materials.
2. Review the objectives. Do they complement your goals?
3. Read the preparation requirements. Will you have enough time to gather the materials?
4. Visualize yourself presenting the activities. Decide whether the presentations need to be modified to suit your style.
5. Depending on your style and the students' interest and abilities, activities may take more or less time than expected. Overplan, but know how you can abbreviate an activity, if needed.
6. How can you enrich activities by drawing on your own experiences? Develop examples that are relevant to your class.

Teaching Techniques

- Arrive early, but don't interrupt the class in session.
- Wear your business attire.
- Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable name tags on which the students can write their names are included in each kit.
- Be yourself. Tell the students about your early aspirations and how you got your current job. Don't let any skepticism or indifference from the students dampen your enthusiasm.
- Don't lecture for more than five to 10 minutes, and review the main points you wish to make. Use examples from your own experiences or those of the students, and avoid any use of ethnic or gender stereotypes.
- Invite questions from the students and ask them questions to keep them involved and active. Give clues if the students don't respond, but don't answer your own questions. Try to involve as many students as possible, and occasionally call on students who have not raised their hands.
- Use language the students can understand, but don't talk down to them.
- At the beginning of the session, state the behavior you expect from the students. Reinforce this by praising examples of good behavior: "I really like the way Bobby is sitting up and listening."
- Elementary school students will usually be very excitable and talkative. To get them to quiet down:
  - let them know they must raise their hands before they speak;
  - tell them they are being too loud, then wait until they are quiet to go on;
  - encourage them to listen to others;
  - speak to them in a quieter voice;
  - stop speaking until they settle down;
  - use the term "all eyes on me."
- Never criticize a student's questions. All questions deserve an honest response. If you don't know an answer, offer to find it.
- Avoid criticizing or rejecting wrong answers from the students. Instead, continue to guide students to the answer by clarification.
- Give general instructions before dividing the class into small groups.
- Circulate among small groups to answer questions and make sure the students are on task.
- Know the school's policies regarding visitors.
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.
- Leave discipline to the teacher.
- Tailor your presentation to meet the needs of the students and the teacher.
- In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present.
- Review the above tips often. But know that you'll be remembered because you cared about, were prepared for, and shared with the students.

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Master List of Materials

Listed below are the materials needed for *Ourselves*. Quantities are based on a class of 30.

Quantity	Item	Activity				
		1	2	3	4	5
1	Guide for Consultants and Teachers	•	•	•	•	•
1	Teacher Envelope (1 Guide, 30 Junior Journals, 30 Letters Home, 1 Comments form)	•	•	•	•	•
30	Name tags	•	•	•	•	•
1	*Rico and His Friends Like to Play*	•				
30	Boxes of crayons	•				•
30	Student self-portraits	•				
1	Junior Achievement banner	•	•	•	•	•
30	Ask Me About My Day stickers (red)	•				
1	*Rico and His Friends Make a Choice*		•			
30	Ask Me About My Day stickers (blue)		•			
1	Toys We Like bar graph		•			
30	Stickers for bar graph (red)		•			
1	*Rico and His Friends Work Together*			•		
30	Ask Me About My Day stickers (yellow)			•		
15 sets	We Can Match games			•		
1	*Rico and His Friends Save for a Tent*				•	
30	Ask Me About My Day stickers (green)				•	
30	Watching Our Money Grow stickers				•	
30	Watching Our Money Grow worksheets				•	
1	*Rico and His Friends Buy a Tent*					•
30	Let's Listen worksheets					•
30	*Rico and His Friends* little books					•
30	Certificates of Achievement					•
30	Achievement pins					•
1	Comments form	•	•	•	•	•

RICO AND HIS FRIENDS LIKE TO PLAY

OVERVIEW

The students are introduced to a storybook character and his friends. Through a group discussion and by drawing pictures of themselves, they discover ways that individuals relate to each other.

OBJECTIVES

The students will:

- recognize the role of self.

PREPARATION

Read *Rico and His Friends Like to Play* to become familiar with the storybook characters and to get an overview of the concepts being presented. Plan to leave the book with the teacher.

Discuss the presentation with the teacher in advance so he or she can assist you. Ask the teacher about established classroom management procedures, especially regarding discipline, that may be appropriate for your time with the students. Keep in mind that students in this age group, in general, will become inattentive after about 10 minutes. Suggested times are provided to help you retain the students' attention. Display the Junior Achievement banner.

Count the number of blank student self-portraits and the number of boxes of crayons in your kit. Make sure you have one of each for each student. Also, arrange with the teacher to display the students' self-portraits in the classroom. On one of the student self-portraits, draw a simple picture of yourself. It will help the children, if you draw the clothes you will wear when you make your first visit.

Check with the teacher to see if the name tags are needed or recommended. He or she may have a preferred method that will help you remember students' names. If you plan to use the name tags, ask the teacher to print each student's name on one before you arrive. Be sure to make a name tag for yourself. The name tags are hole punched and ready to be used with yarn.

The Junior Journal is designed to be a teacher-directed activity. Before the program starts, give the Teacher Envelope to the teacher. The envelope contains 1 Guide for Consultants and Teachers, 30 Junior Journals, 30 Letters Home, and 1 Comments form.

TIME

25 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 name tags
- 1 *Rico and His Friends Like to Play*
- 30 boxes of crayons
- 30 student self-portraits
- 1 Junior Achievement banner
- 30 Ask Me About My Day stickers (red)

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PRESENTATION

5 minutes

Young children often do best if they are seated on the floor in a semicircle around the presenter.

Introduction

Get to know the students. Tell them your name and what you do or where you work. Use words that are easy for young children to understand. Tell them how many times and when you will be visiting them. Tell them something special about yourself and something special you remember about your first years in school. Give an example of how school has made a difference in your life.

Have the students raise their hands as you hold up each name tag.

Put your name tag on to show the students how to wear theirs. Then say, "I would like to get to know you." Place in front of you the prepared name tags. As you hold them up, ask, "Whose name is this?"

As you hand the student the name tag, ask him or her to stand. Using the student's name, say, "I am very pleased to meet you, (student's name). Can you tell me something you like about school?" If students don't include books among typical answers of blocks, painting, and playtime, ask them, "Do you like books? Do you like to have books read to you?"

5 minutes

Remind the students that good listeners sit quietly.

Tell the students that one of your favorite things to do is read. Say, "Sometimes I like to read alone, sometimes I like to listen to others read, and sometimes I like to read to others."

Show the students *Rico and His Friends Like to Play*. It is important for all students to be able to see the book. Shown below are two recommended options for reading a storybook to children. Discuss other options with the teacher. Point to the cover and read the title. Then open the book to the page that shows photos of the characters. Say to the students, "I would like you to meet some of my storybook friends." Point to Rico, Jessie, Kim, and James. Point out Grandmother Rosa to the students, too.

Read the book aloud to the students. Possible questions to ask the students after you read each page are printed in *italics*.

Rico and His Friends Like to Play

Page 2

Rico likes to play with his friends Jessie, Kim, and James. What they like to do best is play softball in Rico's backyard.

What do you like to do with your friends?

Page 3

Sometimes Rico's mother plays with them, too. "I can't play with you today, I have to go to work at the hospital," says Rico's mother.

What job do you think Rico's mother does?

Page 4

When Rico's mother goes to work, Grandmother Rosa takes care of Rico. Rico loves Grandmother Rosa.

Why do you think people have to work?

Page 5

Rico and his friends ask Grandmother Rosa if she would like to play softball with them. "Yes, that would be fun," says Grandmother Rosa. They spend the rest of the day playing together.

What do you like to play with your family members?

Activity

10 minutes

Thank the students for sitting quietly. Ask them to sit at their desks for the next activity. Once they are seated and quiet, show the students your self-portrait. Then say, "I colored this to look like me. Now it's your turn to color a portrait to look like you."

Next, hold up a box of crayons. Tell the students you have one box for each of them. Then distribute a student self-portrait and a box of crayons to each student.

Once you have distributed the materials, ask the students to start drawing. As the students work, encourage them to finish quickly. Ask the teacher to help the students write their names on the back of their shapes.

Summary and Review

5 minutes

After five minutes, collect the students' portraits to display with the portrait of you. Be sure to comment on each student's good work as you collect the portraits. If possible, leave all the portraits on display for next time.

Leave materials with the teacher for students who are absent today.

Tell the students that today has been a fun day because you have made some new friends. Remind them that they have made new friends too, and you will tell them more about these friends next time.

Thank the students for being quiet and working well. Give each student a red Ask Me About My Day sticker. Be sure to tell the students when you will return.

Collect the name tags and crayons and give them to the teacher to use in later activities.

Setting Personal Goals

Explain to the students that going to school is learning new things, learning about ourselves, and making new friends. Point out that being a good friend will help them through school.

For the Teacher

Junior Journal Follow Up

The activity on page 1 of the Junior Journal is designed as a follow up to *Rico and His Friends Like to Play*. Answers will vary.

Interdisciplinary Activities

Language Arts

- Check with your school library or resource center for a book or video about friendship to read to the students.

Social Studies

- Have the students make a family tree. Have the students bring in branches, color pictures of themselves and family members, and hang the pictures from the branches. Put the branches in clay inside of cups to make them stand erect.

RICO AND HIS FRIENDS MAKE A CHOICE

OVERVIEW

The students learn how storybook characters plan to earn money to buy something they want.

OBJECTIVES

The students will:

- identify examples of daily economic activity.

PREPARATION

Read *Rico and His Friends Make a Choice* to get an overview of the economic concepts being presented. Plan to leave the book with the teacher.

Discuss the presentation with the teacher in advance so he or she can assist you.

Display the Toys We Like bar graph and the Junior Achievement banner. Use the name tags from the previous activity.

TIME

25 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 name tags
- 1 *Rico and His Friends Make a Choice*
- 30 Ask Me About My Day stickers (blue)
- 1 Toys We Like bar graph
- 30 stickers for bar graph (red)
- 1 Junior Achievement banner

PRESENTATION

Introduction

10 minutes

Tell the students that you are glad to be back with your new friends. Distribute the name tags. Seat the students as you did last time—semicircle on the floor around you. Show the students *Rico and His Friends Make a Choice*. Point to the storybook characters on the inside front cover and ask, "Who remembers the names of our friends and what happened in the story I read last time?" Allow the students to identify Rico and his friends. If they have difficulty remembering the names, you can help them.

Tell the students that today you will share with them another story about Rico and his friends. Tell the students you would really appreciate it if they would sit quietly and be good listeners while you read the story.

Read *Rico and His Friends Make a Choice* aloud to the students. Possible questions to ask the students after you read each page are printed in *italics*.

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Rico and His Friends Make a Choice

Page 2

Grandmother Rosa asks Rico, James, Kim, and Jessie if they would like to visit the toy store. "Oh yes!," they say excitedly.

What stores have you visited?

Page 3

When Rico, Jessie, Kim, and James go inside the toy store they see a tent that would be perfect for a camp out in Rico's backyard. "I wonder how much it costs?," asks Rico.

Which toy do you like best in this toy store?

Page 4

"The tent costs $20.00," says Grandmother Rosa. "We don't have $20.00," says Rico.

How do you think the friends will earn the money to buy the tent?

Page 5

The friends wonder how they can earn $20.00 to buy the tent. "I know, we can sell lemonade," says Jessie. "Good idea," says Grandmother Rosa.

Do you think selling lemonade is a good way to earn money?

10 minutes

Activity

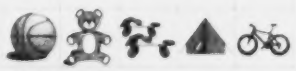
When you have finished reading the story, thank the students for sitting quietly. Show the students the Toys We Like bar graph. Explain that everyone is going to have a chance to choose one toy. Now, point to the pictures and the question mark at the bottom of the chart. (There are five pictures and one column with a question mark for those who are undecided or those who choose a toy that is not on the bar graph.)

Point to the first picture and ask, "How many of you like this toy best?" Have those students stand and walk to the chart. Give a sticker to each student to place above the picture, one at a time.

Point to the second picture and ask, "How many of you like this toy best?" Have those students stand and walk to the chart. Give one sticker to each student to place above the picture, one at a time.

Continue this process with the five pictures. If there are students who have not made a choice and put a sticker on the chart, have them come to the chart and place their stickers above the question mark.

Toys We Like



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Option: With the teacher's assistance, you may have the students make a human graph by sitting in rows to show how many students chose each toy.

Ask the students if they had fun making choices today. Congratulate them on doing a good job. Show them how their stickers made a bar graph. Count the number of stickers above each picture. Explain that each sticker represents the choice of one of the students in the class.

Summary and Review

5 minutes

Summarize the activity by reminding the students that Rico and his friends knew they needed money to buy the tent. They made a decision to sell lemonade to earn money. Give each student a blue Ask Me About My Day sticker. Be sure to let the students know when you will return. Collect the name tags and leave them with the teacher.

Leave materials with the teacher for students who are absent today.

Setting Personal Goals

Tell the students that today they practiced making choices. We make choices every day. Encourage the students to think about other choices they make for themselves at home and at school.

For the Teacher

Junior Journal Follow Up

The activity on page 2 of the Junior Journal is designed as a follow up to *Rico and His Friends Make a Choice*. Answers will vary.

Interdisciplinary Activities

Language Arts

- Give the students an opportunity to talk about an errand or trip they took with a family member. Write down these dictated stories for the students.
- Have the students re-enact the story during free play using props made during art.

Geography

- Encourage the students to use directional terms in the classroom, on the playground, or at home. Emphasize right/left, above/below, up/down, and across.

Math

- Lead the students through a discovery of the number of things in the story. For example, how many children are in the story? How many adults?

Social Studies

- Ask the students to think of different ways that people earn money. Call on several students to share their ideas. Remind the students that people don't just produce things to sell to earn money. Many people–like teachers, police officers, fire fighters, and doctors–earn money by helping others.

Art

- Have the students draw or paint a picture of what they would like to do to earn money when they grow up.
- Have the students make stand-up characters from construction paper and cardboard to represent Rico and his friends.

Field Trip/Resource Speaker

- Invite parents to visit the class to tell about some ways they earned money when they were young.

RICO AND HIS FRIENDS WORK TOGETHER

OVERVIEW

The students learn how the storybook characters work together to earn money.

OBJECTIVES

The students will:

- learn how workers depend on each other for success.

PREPARATION

Read *Rico and His Friends Work Together* to get an overview of the concepts being presented. Plan to leave the book with the teacher.

Discuss the presentation with the teacher in advance so he or she can assist you.

Display the Junior Achievement banner. Use the name tags from the previous activity.

Separate the We Can Match games.

TIME

25 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 name tags
- 1 *Rico and His Friends Work Together*
- 30 Ask Me About My Day stickers (yellow)
- 15 sets of We Can Match games
- 1 Junior Achievement banner

PRESENTATION

10 minutes

Introduction

Tell the students you are glad to be back with your new friends. Seat the students as you did last time—semicircle on the floor around you. Distribute the name tags. Show the students *Rico and His Friends Work Together.* Point to the storybook characters on the inside front cover and ask, "Who remembers the names of our friends, and what happened in the story I read last time?" Allow the students to identify Rico and his friends, then prompt them, if necessary. If they have difficulty remembering the names, you can help them.

Tell them you would really appreciate it if they would sit quietly and be good listeners while you read.

Read *Rico and His Friends Work Together* aloud to the students. Possible questions to ask the students after you read each page are printed in *italics*.

Rico and His Friends Work Together

Page 2

Rico, Jessie, Kim, and James make a list of everything they will need to sell lemonade. "We will need lemons, sugar, water, ice, cups, a pitcher, and a sign," says Kim.

Where are they going to get everything they need to make the lemonade?

Page 3

They gather all the things on their list. "I made the sign," says Rico. Soon they are ready to sell lemonade.

How do you know that they are ready to make lemonade?

Page 4

The friends work together to make and sell the lemonade.

What do you see Rico doing?
What do you see Jessie doing?
What do you see Kim doing?
What do you see James doing?

Page 5

They had fun working together, but they are very tired. "I am very proud of you," says Grandmother Rosa.

Why is Grandmother Rosa proud of the friends?

Activity

10 minutes

When you have finished reading the story, thank the students for sitting quietly. Show the students the We Can Match games. Explain that everyone is going to have a lot of fun playing the game.

Ask the teacher to help you divide the class into pairs.

Ask the students to sit at their desks or tables. Divide the class into pairs and distribute the games.

Tell them to listen carefully as you explain how to play the game.

1. "What you need to do in this game is to find two cards that match. Do you see how these cards match? They are both lemons."
2. "This is how we get ready to play the game."
3. "One person should place the cards picture side down. When all the cards are picture side down, you are ready to play."
4. "Now the other person should pick two cards and turn them picture side up. If the two cards match, they can keep the cards and take another turn. If the cards don't match, they should turn the cards picture side down again in the same place, and the other person gets a turn."
5. Tell the students to keep going until all the matches are made.

Ask the students to put the cards in a stack, and collect the cards and leave them with the teacher.

5 minutes

Leave materials with the teacher for students who are absent today.

Summary and Review

With the students still seated, remind the students that Rico and his friends worked hard. They sold lemonade and saved their money in a bank. Ask the students what the friends want to buy. Allow several students to respond.

Thank them for being good listeners and for working together. Give each student a yellow Ask Me About My Day sticker. Be sure to tell the students when you will return. Collect the name tags and give them to the teacher.

Setting Personal Goals

Call on one or more students and ask:

- **Do you like working by yourself?**
- **Do you like working with someone else?**

Explain to the students that even if they like one way better, it's important to understand that there often are many ways to work together. Also, explain that sometimes we do a better job if we have help. Encourage the students to think about ways they work together at home or at school to get the job done.

For the Teacher

Junior Journal Follow Up

The activity on page 3 of the Junior Journal is designed as a follow up for *Rico and His Friends Work Together.* Answers: five lemons, one pitcher, four glasses, and two baskets.

Interdisciplinary Activities

Language Arts

- Have the students tell the class about a time when they worked with someone to make or do something. For example, students might talk about baking cookies, making the bed, or folding clothes.
- Have the students role-play the story using props made during art.

Geography

- Discuss with the students where they might set up a lemonade stand in their neighborhood. Ask them why the location would be good or bad.

Math

- Have the students make play quarters to role-play buying and selling lemonade. Help them to see that the more lemonade they sell, the more money they earn.

Social Studies

- Have the students clip pictures from magazines that show people working. Have them separate the pictures into categories such as people who drive, people who build, people who create, people who cook, and people who play sports.
- Identify a simple product the students could make, like a bookmark. Ask the students what materials they would need to make and sell it. Arrange with the school to have the students actually make and sell their product to other students.
- Discuss with the students the many jobs they can do. Assign jobs and have the students take turns. Jobs include leading the line, erasing the chalkboard, watering plants, feeding a classroom pet, straightening up a work center, handing out materials, collecting materials, and delivering messages.

Art

- Using glue, craft sticks, straws, or other materials, have the students work together to build a model of a lemonade stand.

Field Trip/Resource Speaker

- Arrange a field trip to see a business or invite a speaker to discuss his or her job.

RICO AND HIS FRIENDS SAVE FOR A TENT

OVERVIEW

The students see the storybook characters saving money to buy a tent.

OBJECTIVES

The students will:

- recognize the importance of saving money.

PREPARATION

Read *Rico and His Friends Save for a Tent* to get an overview of the concepts being presented. Plan to leave the book with the teacher.

Discuss the presentation with the teacher in advance so he or she can assist you.

Display the Junior Achievement banner. Use the name tags from the previous activity.

TIME

25 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 name tags
- 1 *Rico and His Friends Save for a Tent*
- 30 Ask Me About My Day stickers (green)
- 30 Watching Our Money Grow stickers
- 30 Watching Our Money Grow worksheets
- 1 Junior Achievement banner

PRESENTATION

10 minutes

Introduction

Tell the students you are glad to be back with your new friends. Distribute the name tags. Seat the students as you did last time—semicircle on the floor around you. Show the students *Rico and His Friends Save for a Tent*. Point to the storybook characters on the inside front cover and ask, "Who remembers the names of our friends and what happened in the story I read last time?" Allow the students to identify Rico and his friends. If they have difficulty remembering the names, you can help them.

Tell them you would really appreciate it if they would sit quietly and be good listeners while you read the story.

Read *Rico and His Friends Save for a Tent* aloud to the students. Possible questions to ask the students after you read each page are printed in *italics*.

Rico and His Friends Save For a Tent

Page 2

Rico, Jessie, Kim, and James count the money in their bank. "We worked very hard, but we have not earned enough money to buy the tent," says Rico.

Where are the friends saving their money?

Page 3

"How can we earn more money?," asks James. "I have an idea, let's make more lemonade and make lots more signs to put up around the neighborhood," says Rico.

Why do they need to sell more lemonade?

Page 4

The friends made more signs and put them all around the neighborhood. Then, they sell more lemonade. The money in their bank starts to grow, and grow, and grow until the bank is all filled up.

What is happening to the money in the bank?

Page 5

"Hooray, we have saved enough money to buy the tent," cheered Rico, Jessie, Kim, and James. "Good job," says Grandmother Rosa.

Why are the friends so happy?

Activity

10 minutes

When you have finished reading the story, thank the students for sitting quietly.

Ask the students to sit at their desks or tables. Then, hold up a sequencing sheet and point to the numbers. Say, "What happened first goes here, what happened second goes here, and what happened third goes here." Ask, "Does everyone understand?"

Distribute a Watching Our Money Grow worksheet and a sheet of stickers to each student. Tell the students to watch you carefully. When everyone is ready, ask the students "What happened first?" (The bank was empty.) Tell them to put that sticker inside the dotted lines above number 1. Ask, "What happened second?" (The bank was half full.) Tell them to put that sticker inside the dotted lines above the number 2. Ask, "What happened third?" (The bank was full.) Tell them to put that sticker inside the dotted lines above the number 3.

When the students have finished, praise them for being good workers.

Summary and Review

5 minutes

Review why Rico and his friends were working and saving their money. Ask the students,

- ▲ Where is a good place to save your money?

Be sure to let the students know when you will return. Give each student a green Ask Me About My Day sticker. Collect the name tags and leave them with the teacher.

Leave the materials with the teacher for the students who are absent today.

Before you leave, check with the teacher to be sure you have enough Achievement pins and Certificates of Achievement to award the students on your last visit. Obtain an up-to-date class list from the teacher so that you can prepare the certificates.

Setting Personal Goals

Ask the students why is it important to save money. Encourage them to respond and accept all answers. Emphasize the value of learning and doing their best.

Junior Journal Follow Up

The activity on page 4 is designed as a follow up to *Rico and His Friends Save for a Tent*. No answer.

Interdisciplinary Activities

Language Arts

- Read *The Lemonade War* by David E. Page to the students. It is about Julie and Pam, who open competing lemonade stands to earn money for the latest video game.
- Discuss with the students different ways to save money.

Art

- Have the students role-play the story by using props made during art.

Field Trip/Resource Speaker

- Arrange to take a field trip to the bank, or have a banker visit the class.

RICO AND HIS FRIENDS BUY A TENT

OVERVIEW

Students see that the storybook characters are rewarded for their work.

OBJECTIVES

The students will:

- recognize the role of consumer.

PREPARATION

Read *Rico and His Friends Buy a Tent* to get an overview of the concepts being presented. Plan to leave the book with the teacher.

Discuss the presentation with the teacher in advance so he or she can assist you.

Display the Junior Achievement banner. Use the name tags from the previous activity.

If Achievement pins and Certificates of Achievement will be distributed at the end of the class period, check with the teacher in advance to determine how they should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.

TIME

25 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 name tags
- 1 *Rico and His Friends Buy a Tent*
- 30 Let's Listen worksheets
- 30 *Rico and His Friends* little books
- 30 Certificates of Achievement
- 30 Achievement pins
- 30 boxes of crayons
- 1 Junior Achievement banner

PRESENTATION

Introduction

10 minutes

Tell the students you are glad to be back with your new friends today. Distribute the name tags. Seat the students as you did last time—semicircle on the floor around you. Show the students *Rico and His Friends Buy a Tent*. Point to the storybook characters on the inside front cover and ask, "Who remembers the names of our friends and what happened in the story I read last time?" If they have difficulty remembering the names, you can help them.

Tell the students you would really appreciate it if they would sit quietly and be good listeners while you read the story.

BEST COPY AVAILABLE

Read *Rico and His Friends Buy a Tent* aloud to the students. Possible questions to ask the students after you read each page are printed in *italics*.

Rico and His Friends Buy a Tent

Page 2

Grandmother Rosa is going to take the four friends back to the toy store today. "Are you ready to go?" asks Grandmother Rosa. "I will carry the bank," says Rico.

Why are they taking the money to the toy store?

Page 3

The friends pay for the tent with the money they saved. "This tent is very special because we worked and saved our money to buy it," says James. They are very happy.

Why is the tent special?

Page 4

They take the tent to Rico's backyard and work together to put it up.

Who will put up the tent?

Page 5

Rico, Jessie, Kim, and James ask Grandmother Rosa to join them for their camp out. "I would love to," says Grandmother Rosa. Everyone has a wonderful time camping out in Rico's backyard.

Who gets to share the tent?

10 minutes

Activity

Distribute the Let's Listen worksheets and the boxes of crayons to the students. Ask them to listen carefully as you explain what they are going to do.

Say, "Place your finger on the circle at the top of the page. Look at the two pictures to the right of the circle. I am going to ask you a question, and I want you to draw a circle around the best answer. Let's begin."

Repeat this procedure for each question. The correct answer is in bold.

- What did the friends want to buy?
  Tent or lion
- What fruit did the friends use to make the lemonade?
  Strawberry or **lemon**
- Where did the friends save their money?
  Bank or tree
- What did the friends use to buy the tent?
  Ball or **money**

If time permits, the students may color their worksheets.

Summary and Review

2 minutes

Once everyone has finished, congratulate the students on doing a good job. Tell them how much you have enjoyed your time with them. Collect the pages for the teacher to distribute later.

Leave materials with the teacher for students who are absent today.

Since this is your last visit, leave any materials with the teacher that he or she may wish to use later.

Setting Personal Goals

Encourage the students to continue to do well in school. Let them know that the things they learn in kindergarten–e.g., working together, sharing, making decisions, taking pride in their work–are skills that they will have the rest of their lives. Emphasize the value of learning and doing their best.

Encourage the students to think about such questions as these:

- **What are some ways you could earn money?**
- **Would you work by yourself or with someone else?**
- **What would you do with the money you earned? Save it? Spend it?**

PROGRAM CLOSURE

3 minutes

Tell the students that because of their excellent participation during your visits, you are going to give each of them a Certificate of Achievement and/or Achievement pin. According to arrangements with the teacher, distribute the certificates and pins. Make sure the students understand the importance of what they have been studying. They should realize why you thought it was important to visit and work with the class. Now say, "I have a gift for you." Give each student a *Rico and His Friends* little book. Ask them to take it home and have someone they know read it to them.

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Notes

Notes

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Junior Achievement®

PURPOSE

To educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

To accomplish this we value:

Integrity

We use the highest ethical standards to make decisions that maintain our customers' trust and respect.

Respect for the Individual

We value people for their diverse and unique contributions to our organizational efforts.

Personal Development

We provide and encourage opportunity for our students, volunteers, and staff to grow personally and professionally.

Enterprising Spirit

We value energetic and imaginative pursuit of ideas to create, innovate, and improve our products, performance, and services.

Teamwork

We value individual initiative within teams.

BEST COPY AVAILABLE

Ourselves

Student Materials

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Junior Achievement, Inc.
Colorado Springs, Colorado

Letter Home

Junior Achievement has developed programs for elementary, middle, and high school students. This program—*Ourselves*—will help students to understand what work is and how it gives us the money we need to buy the things we want. A volunteer from your community will present several lessons, stressing the importance of education and skills needed in the workplace.

We are sure your child will benefit from our program and, we hope, will join in other Junior Achievement programs.

Junior Achievement®

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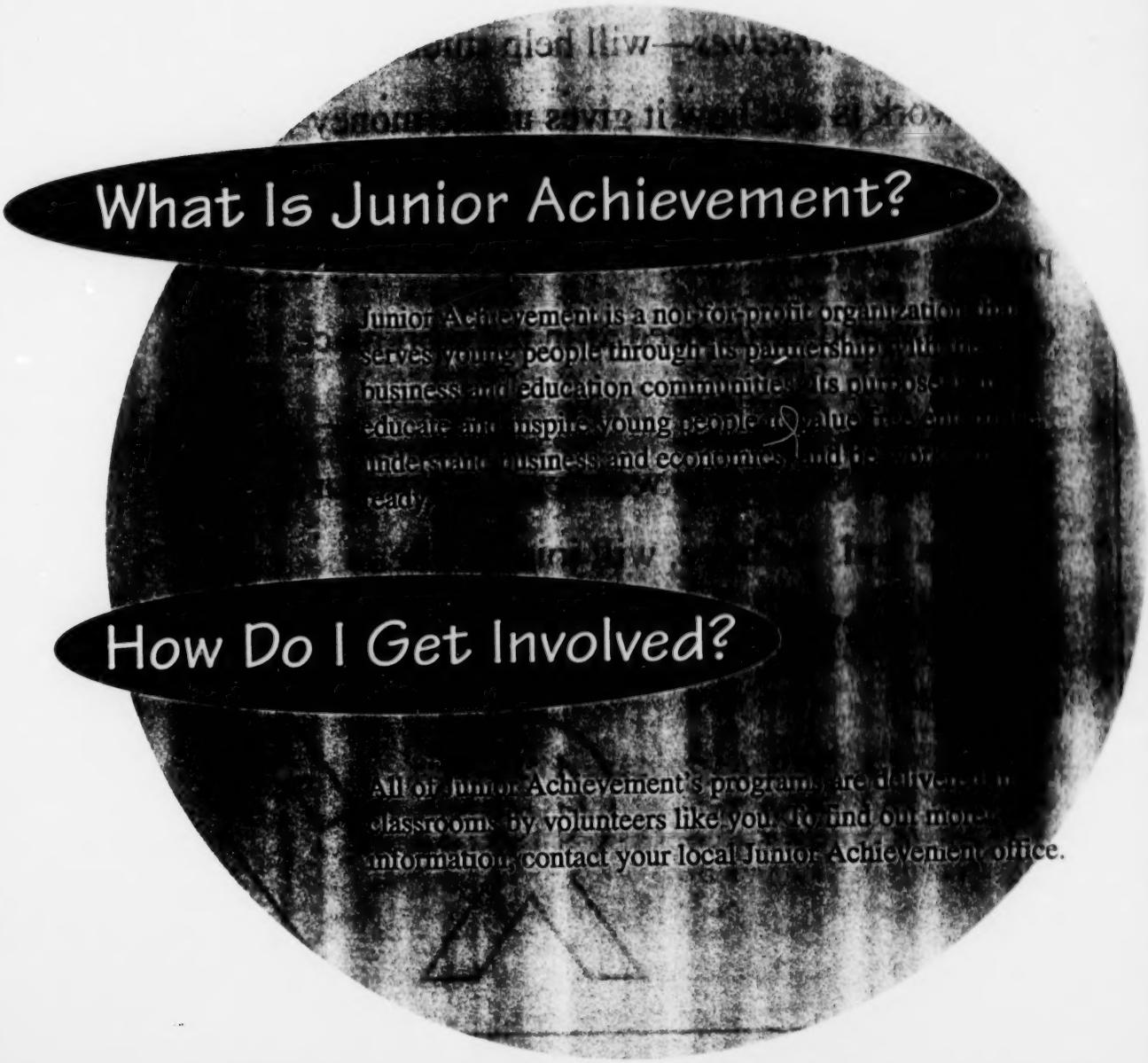
LETTER HOME—Teacher Envelope

Junior Achievement®



What Is Junior Achievement?

Junior Achievement is a not-for-profit organization that serves young people through its partnership with the business and education communities. Its purpose is to educate and inspire young people to value free enterprise, understand business and economics, and be work ready.

How Do I Get Involved?

All of Junior Achievement's programs are delivered in classrooms by volunteers like you. To find out more information, contact your local Junior Achievement office.

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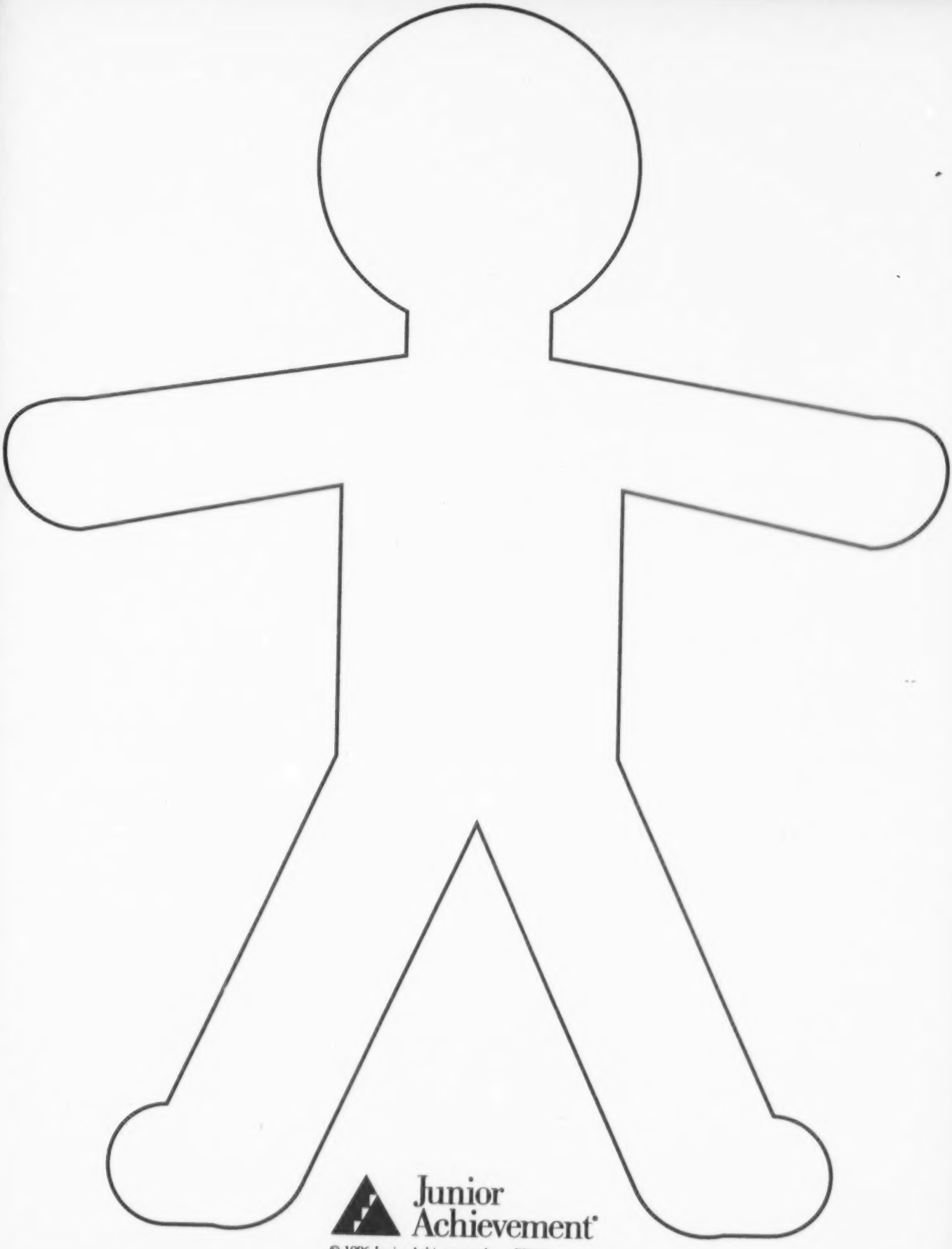

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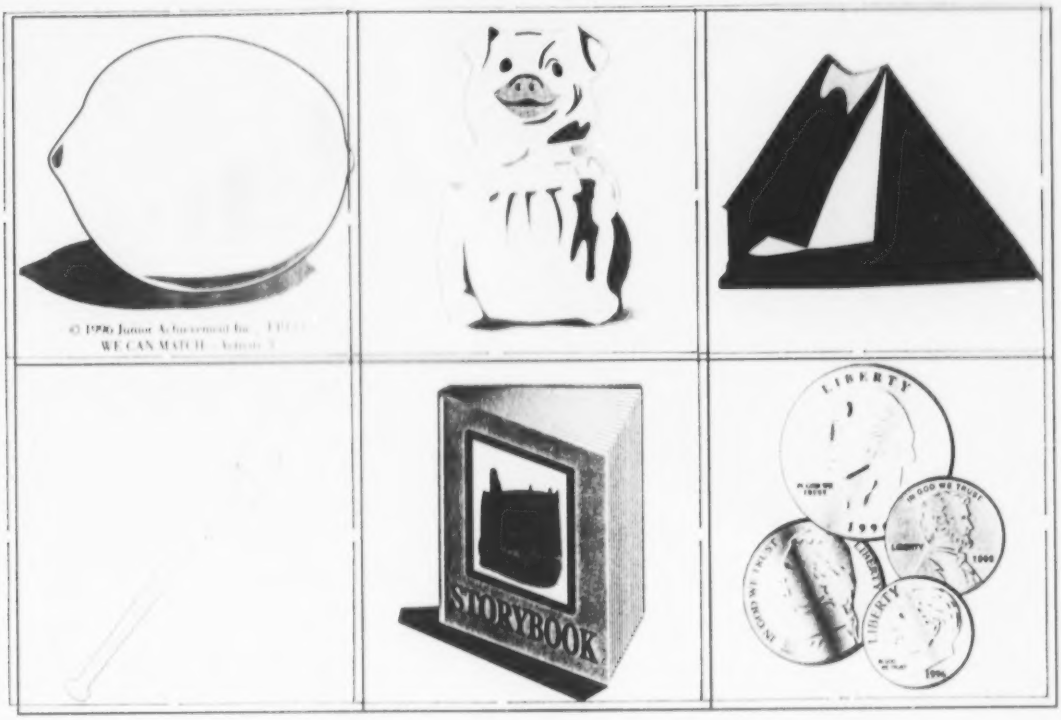
STUDENT SELF-PORTRAIT—Activity 1



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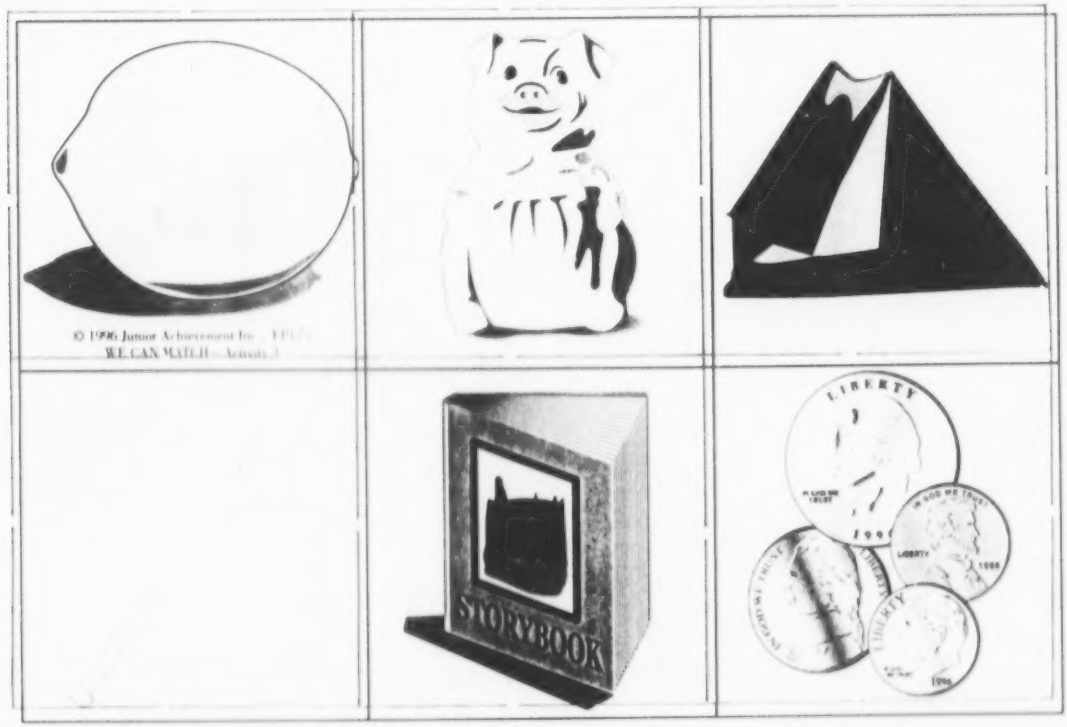
WE CAN MATCH — Activity 2



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WE CAN MATCH — Activity 2

Watching Our Money Grow

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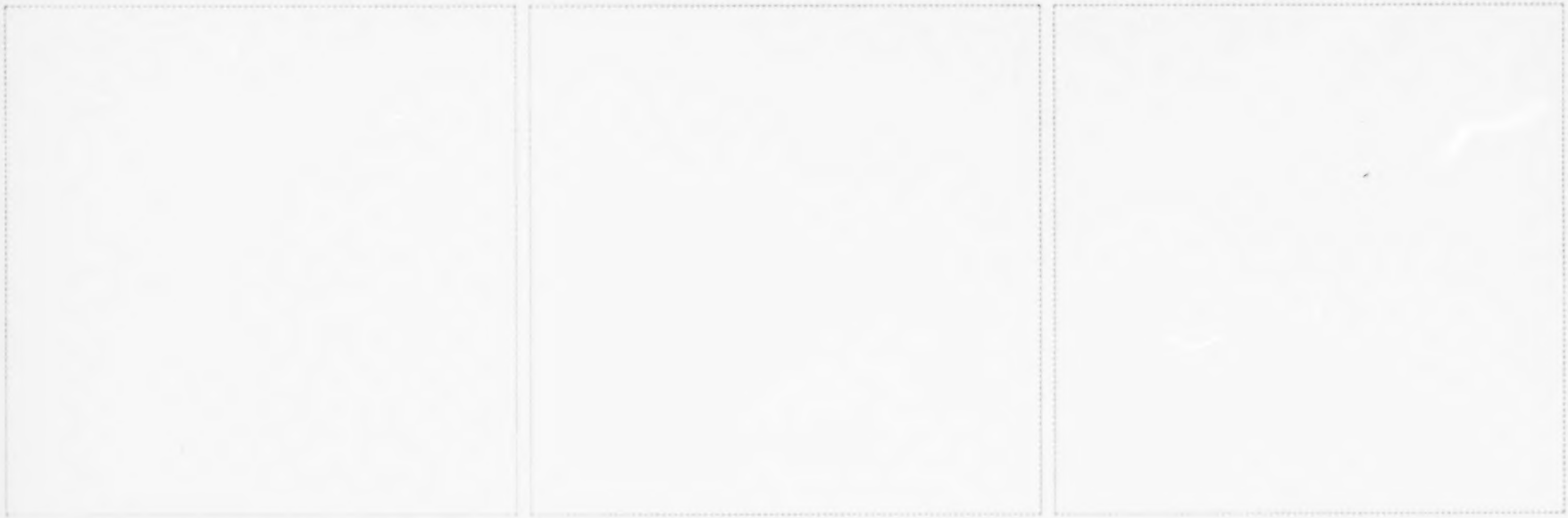
WATCHING OUR MONEY GROW STICKERS—Activity 4

Name: _____

Watching Our Money Grow



1 2 3

Junior Achievement

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WATCHING OUR MONEY GROW WORKSHEET—Activity 4

Name: _____

Let's Listen

	Tent	Lion
	Strawberry	Lemon
	Bank	Tree
	Ball	Money

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LET'S LISTEN WORKSHEET — Activity 5

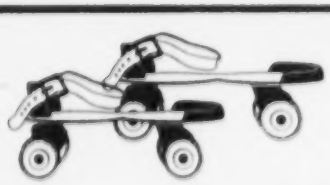
Junior Achievement

Name: _____

Junior Journal

Ourselves®

What do you like to play with your friends?
Draw a picture.



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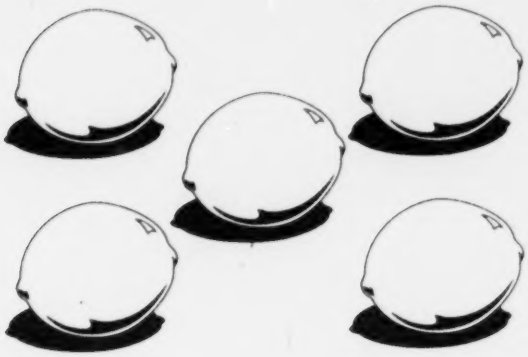
Draw or paste a picture from a magazine of someone doing the job that you would like to do when you grow up.

How many do you see?
Write the number on the line.



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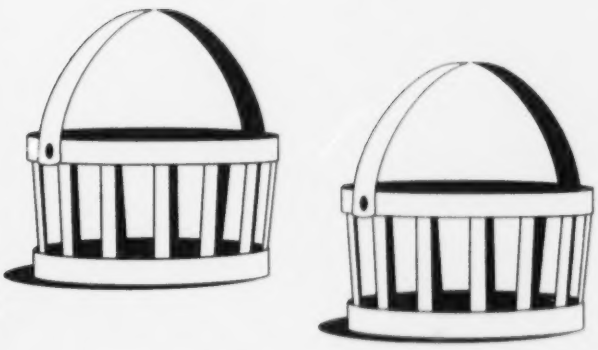

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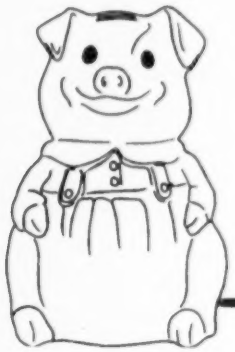
Use a crayon to help Rico, Jessie, Kim, and James put their money in the bank.



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JUNIOR JOURNAL—Activities 1-4

Certificate of Achievement

Name

School

has successfully completed

OURSELVES®

Consultant

Teacher

Date

Junior Achievement

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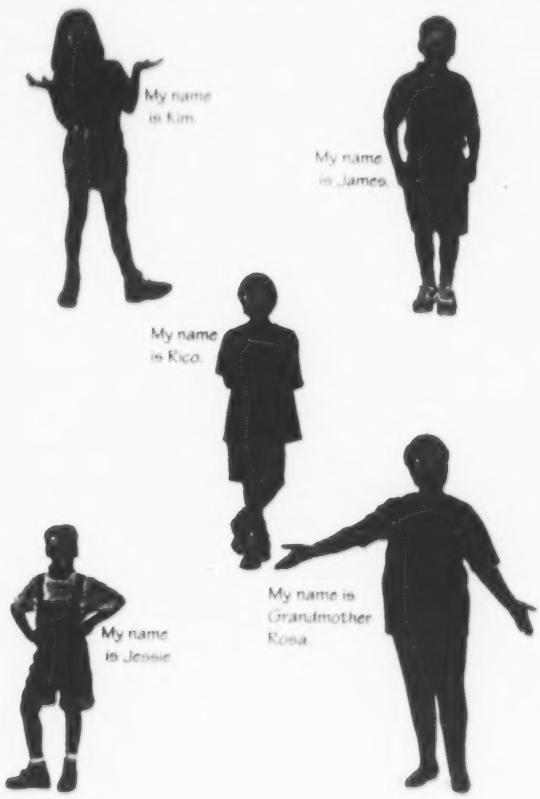
RICO and HIS FRIENDS



RICO and HIS FRIENDS
Like to Play

Rico likes to play with his friends Jessie, Kim, and James. What they like to do best is play softball in Rico's backyard.

2

Sometimes Rico's mother plays with them, too. "I can't play with you today, I have to go to work at the hospital," says Rico's mother.

3

When Rico's mother goes to work, Grandmother Rosa takes care of Rico. Rico loves Grandmother Rosa.

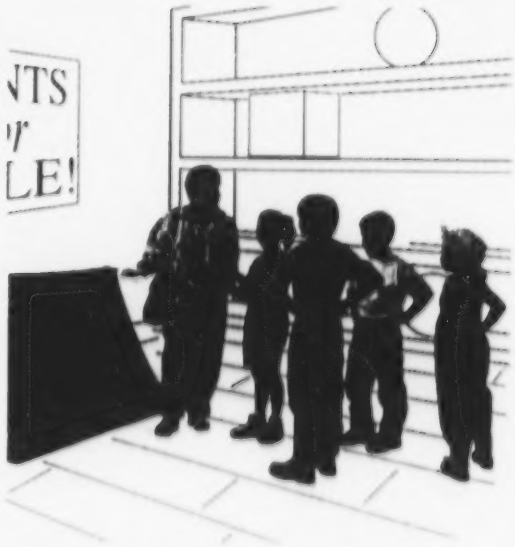
Rico and his friends ask Grandmother Rosa if she would like to play softball with them. "Yes, that would be fun," says Grandmother Rosa. They spend the rest of the day playing together.

RICO and HIS FRIENDS

Make a Choice

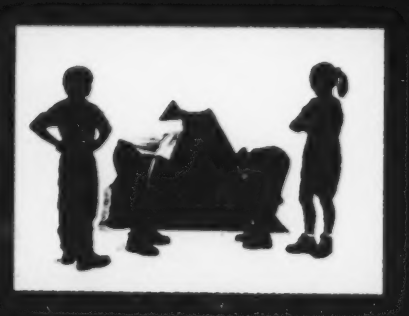
Grandmother Rosa asks Rico, James, Kim, and Jessie if they would like to visit the toy store. "Oh yes!," they say excitedly.

When Rico, Jessie, Kim, and James go inside the toy store they see a tent that would be perfect for a camp out in Rico's backyard. "I wonder how much it costs?," asks Rico.

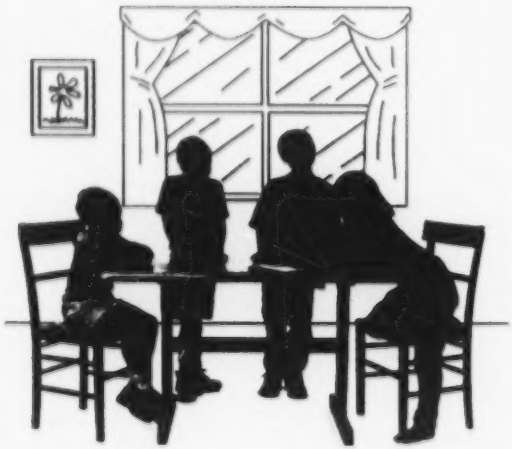


"The tent costs $20.00," says Grandmother Rosa. "We don't have $20.00," says Rico.

The friends wonder how they can earn $20.00 to buy the tent. "I know, we can sell lemonade," says Jessie. "Good idea," says Grandmother Rosa.



RICO and HIS FRIENDS
Work Together



Rico, Jessie, Kim, and James make a list of everything they will need to sell lemonade. "We will need lemons, sugar, water, ice, cups, a pitcher, and a sign," says Kim.

They gather all the things on their list. "I made the sign," says Rico. Soon they are ready to sell lemonade.

The friends work together to make and sell the lemonade.

They had fun working together, but they are very tired. "I am very proud of you," says Grandmother Rosa.

RICO and HIS FRIENDS

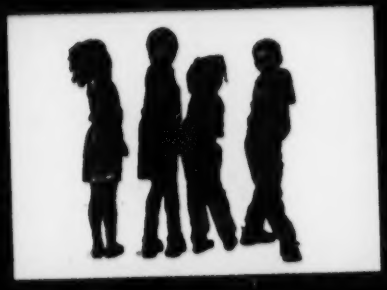
Save for a Tent

Rico, Jessie, Kim, and James count the money in their bank. "We worked very hard, but we have not earned enough money to buy the tent," says Rico.

"How can we earn more money?," asks James. "I have an idea, let's make more lemonade and make lots more signs to put up around the neighborhood," says Rico.

The friends make more signs and put them all around the neighborhood. Then, they sell more lemonade. The money in their bank starts to grow, and grow, and grow until the bank is all filled up.

"Hooray, we have saved enough money to buy the tent," cheered Rico, Jessie, Kim, and James. "Good job," says Grandmother Rosa.



RICO and HIS FRIENDS

Buy a Tent

Grandmother Rosa is going to take the four friends back to the toy store today. "Are you ready to go?," asks Grandmother Rosa. "I will carry the bank," says Rico.

The friends pay for the tent with the money they saved. "This tent is very special because we worked and saved our money to buy it," says James. They are very happy.

They take the tent to Rico's backyard and work together to put it up.

Rico, Jessie, Kim, and James ask Grandmother Rosa to join them for their camp out. "I would love to," says Grandmother Rosa. Everyone has a wonderful time camping out in Rico's backyard.